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ABSTRACT

This report summarizes states' current policies on the participation of students with disabilities in large-scale assessment and the accommodations available for these students. Among the generalizations from these summaries are (1) state participation and accommodation policies change frequently; (2) for participation decisions, state policies often rely on the Individualized Education Program team and the involvement of parents; (3) many policies indicate that states have begun to offer partial participation in the testing or alternate assessment for students with disabilities; (4) testing accommodations have become very common, with nearly every state with a policy offering some accommodations; (5) the most commonly offered accommodations include Braille or large-print editions of tests, the use of a proctor or scribe, extended time, and allowing for individual or small group administration of assessments; and (6) the most controversial accommodations (i.e., offered by some states and prohibited by others), include reading a test aloud and use of calculators. States that offer both norm-referenced tests and criterion-referenced tests will generally offer more accommodations in the criterion-referenced tests than in their norm-referenced tests. The accommodations available for these types of tests are most similar for setting accommodations (e.g., administering an assessment individually, in small groups, or in an alternate location). (Contains 64 references.) (Author/CR)

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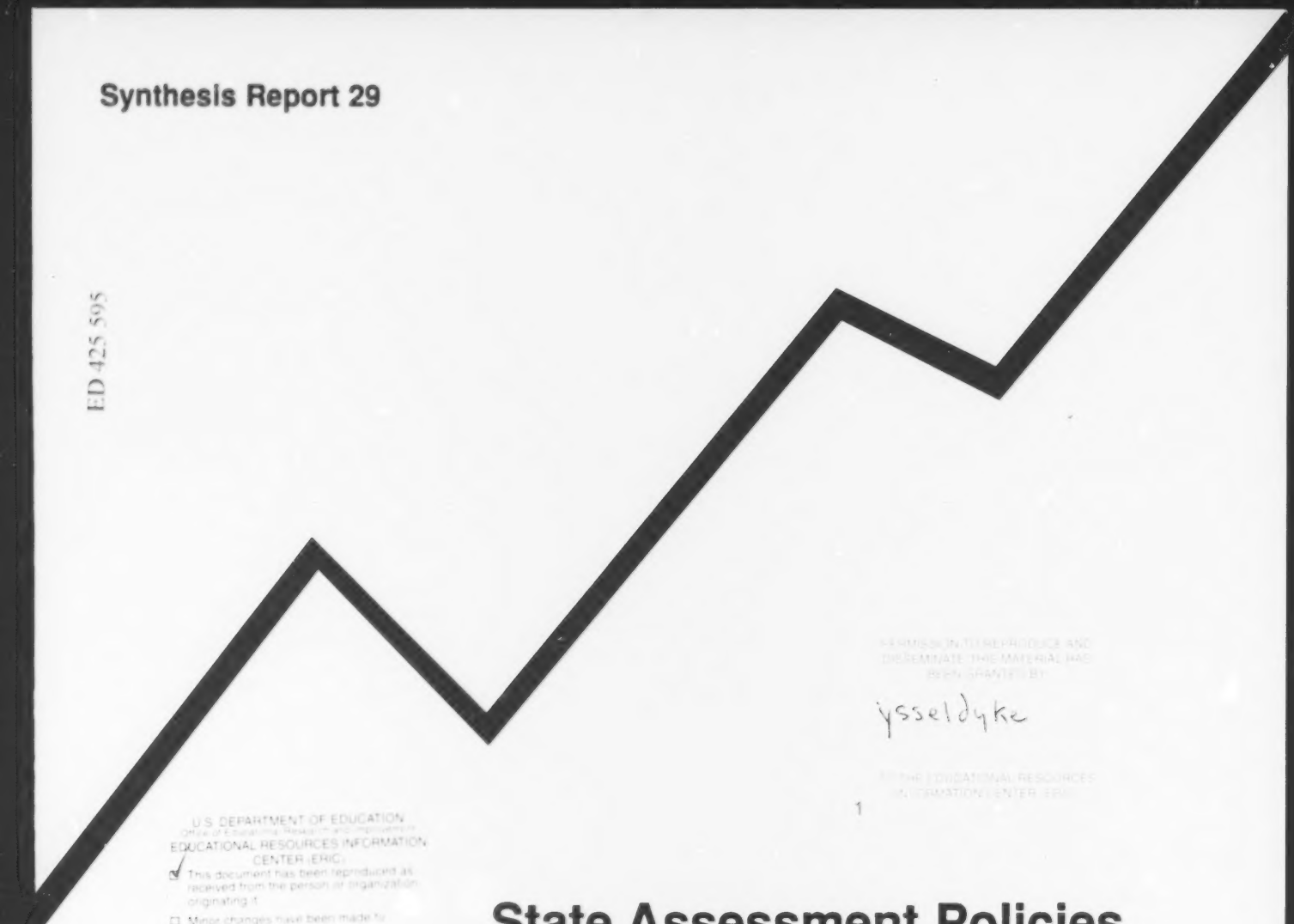

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State Assessment Policies on Participation and Accommodations for Students with Disabilities: 1997 Update

NATIONAL CENTER ON EDUCATIONAL OUTCOMES

In collaboration with:

Council of Chief State School Officers (CCSSO)

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Synthesis Report 29

State Assessment Policies on Participation and Accommodations for Students with Disabilities: 1997 Update

Martha L. Thurlow • Allison L. Seyfarth • Dorene L. Scott • James E. Ysseldyke

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Executive Summary

States' policies on the participation of students with disabilities in district or state assessments, and the accommodations available in those assessments, continue to change rapidly. Legislation (IDEA, Title I), research funding, and states' ongoing work on these issues are promoting the participation of students with disabilities in the assessments. In this report, we summarize states' current policies on the participation of students with disabilities in large-scale assessment, and the accommodations available for those students. Among the generalizations from these summaries are that:

- State participation and accommodation policies change frequently.
- For participation decisions, state policies often rely on the IEP team and the involvement of parents.
- Many policies indicate that states have begun to offer partial participation in testing or alternate assessments for students with disabilities.
- Testing accommodations have become very common, with nearly every state with a policy offering some accommodations.
- The most commonly offered accommodations include Braille or large-print editions of tests, the use of a proctor or scribe, extended time, and allowing for individual or small group administration of assessments. The accommodations that are most controversial (i.e., offered by some states and prohibited by others) include reading a test aloud and use of calculators.

States that offer both norm-referenced tests and criterion-referenced tests will generally offer more accommodations in their criterion-referenced tests than in their norm-referenced tests. The accommodations available for these two types of tests are most similar for setting accommodations (e.g., administering an assessment individually, in small groups, or in an alternate location).

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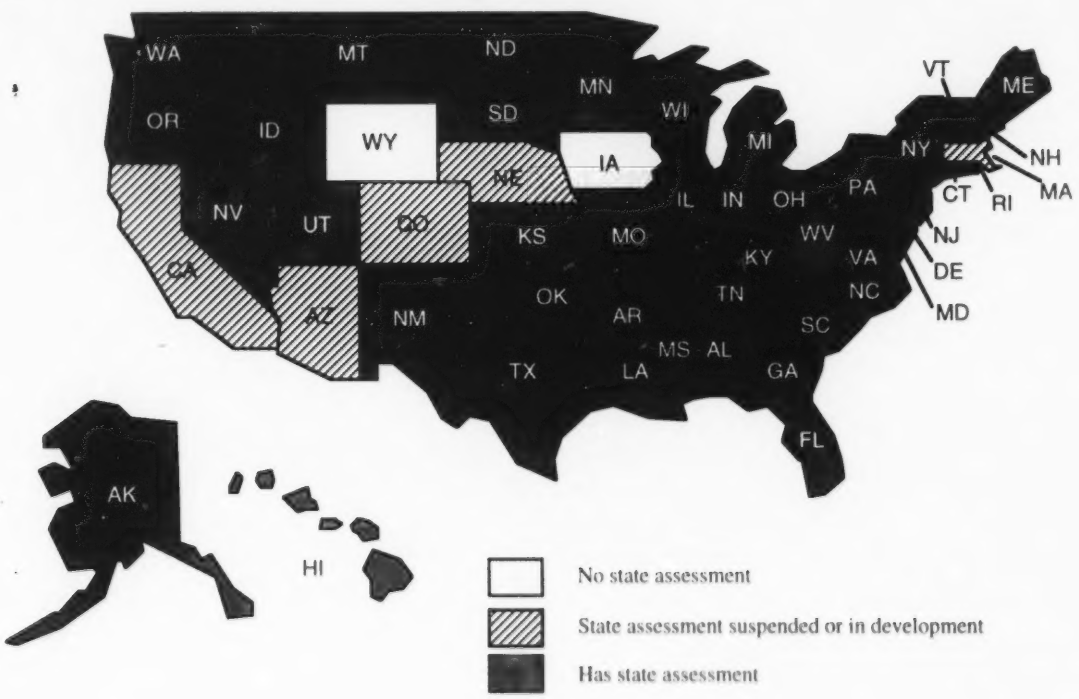
Some Information on Statewide Assessments

Statewide assessments are common in the United States. Most often, they are tests or other performance measures that are intended to document the educational achievement of the students in a state. In 1996, 48 states reported that they either had a state assessment in place or were developing one. Iowa and Wyoming were the only states without a statewide assessment in development or in place (see Figure 1) (Bond, Braskamp, & Roeber, 1996).

Despite the prevalence of statewide tests, there remains a lack of state level information on the performance of students with disabilities (see Thurlow, Langenfeld, Nelson, Shin, & Coleman, 1997). There probably are many reasons for this (see Elliott, Thurlow, & Ysseldyke, 1996), but primary among them are state policies. State policies, in turn, must be viewed within the context of the variations in state assessments.

Figure 1. Status of Statewide Assessments



(from Bond et al., 1996)

Statewide assessments vary widely across the states that use them. One of the variants is the number of tests that make up the assessment program in a state. Some states, such as North Dakota, administer one test to their students, while other states, such as Maryland, administer four or more tests to students throughout their schooling. Another related issue is the content areas tested. Different content areas may be presented as separate tests or as subtests of a larger test. Nearly all states include assessments of English or language arts, mathematics, and writing. Fewer states assess science and social studies. Some states assess other areas, such as citizenship and geography. The types of assessments used are another source of variability among states. Some states use traditional multiple-choice tests, while others use constructed response, portfolios, performance events, writing samples, or other forms of student assessment. Many states use a combination of various types of assessments.

Another way in which assessments differ is in the unit of comparison. *Norm-referenced tests* are tests in which students' results are compared to those of a normative group. Examples of these assessments include the Iowa Tests of Basic Skills and the California Achievement Test. *Criterion-referenced tests*, in contrast, involve comparing students' results to previously set standards. Criterion-referenced tests tend to be tests that are state designed, such as Hawaii's Test of Essential Competencies. Some states use norm-referenced tests exclusively, others use criterion-referenced tests exclusively, and a third group uses some combination of both measures.

As statewide assessments become more common, their complexities become more obvious. Some of the complexity involves what cognitive skill will be tested, even when the content area is the same. For example, for a reading test, assessors must decide whether ability to decode or to comprehend text is being measured. Another complexity is how to test, which involves some of the issues addressed above, as well as how to make modifications or accommodations to tests or the testing environment to enable students with disabilities or students with limited English proficiency to participate in testing. A third complexity is who to test, whether to include students with disabilities, and what such decisions mean for those students and their families.

What We Know About Who Gets Tested and How

For a number of years, the National Center on Educational Outcomes (NCEO) has been examining who gets tested, and how tests are given to students with disabilities. This work revealed some important trends over time. In the early 1990s, McGrew, Thurlow, Shriner, and Spiegel (1992) looked at the *participation* of students with disabilities in both national and statewide assessment, and found that 34 out of the 49 reporting states had formal or written decision rules on the participation of students with disabilities in statewide assessments. In 1993, Thurlow, Ysseldyke, and Silverstein examined the literature on testing accommodations

for students with disabilities, and updated and added to the earlier work on states' policies. Common testing accommodations were discussed in the report, as well as policy, legal, and psychometric considerations when using accommodations. In addition, a classification system was used for the different types of accommodations commonly offered. The four classes of accommodations included: *presentation format*, which were changes in how tests were presented and involved accommodations like providing Braille versions of the tests or orally reading the directions to students; *response format*, which were changes in the manner in which students gave their responses and included accommodations such as having a student point to a response or use a computer for responding; *setting of the test*, which could be at home, or in small groups; and finally, *timing of the test*, which could include extending the time allowed, or providing more breaks during testing.

Thurlow et al. (1993) provided information from a sample of states on their participation policies (who should participate in their statewide tests) and their accommodations policies (which accommodations could be used during testing). In 1993, there were 28 states with written policies on the participation of students with disabilities in their tests. At this time, there was a great deal of variability in the types of decision rules states had for the participation of students with disabilities. Some of the factors commonly considered at that time included the type of disability the student had, the degree of the student's impairment, and the percentage of time the student was mainstreamed or receiving special services. Rules sometimes called for looking at only one of these variables, but more commonly at a combination of the variables.

At the time the 1993 report was published, there were 21 states with written policies on accommodations. Again, there was a great deal of variability across states in the accommodations that were allowed. The types of accommodations that were most frequently allowed, and prohibited, were changes to the presentation format. Presentation format changes most frequently allowed included offering Braille or large-print versions of the tests. Those most frequently prohibited included oral reading, video, or signed presentations of the tests.

In 1995, NCEO updated the 1993 information in two separate reports. The report on *participation* reproduced and summarized information from the states' written guidelines on the participation of students with disabilities in their state tests (Thurlow, Scott, & Ysseldyke, 1995b). The number of states with written guidelines increased from the 28 in 1993 to 43 in 1995. Noteworthy variables mentioned most by states in the 1995 report were the involvement of the Individualized Educational Program (IEP) team in making decisions about the participation of students with disabilities in testing, the role of parents, issues related to partial testing, the placement or category of disability of the student, and the reporting of the students' results.

Policies for *accommodations* were also re-examined in 1995, with a total of 38 written guidelines provided by states, up from the 1993 total of 21 guidelines (Thurlow, Scott, & Ysseldyke, 1995a). Again, a number of accommodations proved controversial. Use of a scribe, in which a student can give answers to a person (scribe) who will write them down, was explicitly prohibited in one state, and allowed in 15 other states. The use of a calculator during testing was prohibited by five states and allowed by four states. Finally, reading a test aloud was prohibited by nine states and allowed by two states (this often depended on whether it was the reading test or other content area). Overall, while most states offered accommodations, there was little consistency in the apparent acceptability of various accommodations. Almost every state had revised its guidelines between the publication of the 1993 and 1995 reports.

The Need to Update What We Know

Since 1995, interest in state assessments, participation of students with disabilities in them, and use of accommodations has increased exponentially. New special interest groups have been set up on this topic, such as one of the Council of Chief State School Officers' (CCSSO) Special Education State Collaboratives on Assessment and Student Standards (SCASS), which focuses on students with disabilities and assessment. This has allowed a number of states and policy organizations to come together to wrestle with challenges, bring the latest information to the table, and produce helpful products to address such issues.

In part, increased interest in state assessment is due to the reauthorization of laws (e.g., Title I, IDEA), research, and states' applied experience. Both Title I and IDEA now require the participation of students with disabilities in state and district assessments, with accommodations when needed and appropriate. In addition, federal education agencies are providing research funds to explore ways to increase participation and examine the effects of accommodations. Both the Office of Special Education Programs (OSEP) and the Office of Educational Research and Improvement (OERI) have conducted two rounds of funding for projects to address these issues. There is a new realization that there are negative consequences for having accountability systems that do not include all students. Among the most commonly recognized is the increasing rate of referral to special education that occurs when students with disabilities can be exempted from tests that are seen as high stakes for schools or districts (Allington & McGill-Franzen, 1992; Zlatos, 1994).

Updating Procedures

To update the NCEO files on state participation and accommodations policies, we first made a decision about the conditions under which we would call for more recent information. If we had a policy document with a date more recent than 1995, or if the state did not have a statewide assessment, we did not attempt to update our files. Forty states in all were contacted.

Upon completion of our analysis, all 50 states were provided with copies of summary tables for feedback (including previous information for states that we did not update). We accepted new documents through mid-March, 1997. In total, we updated 34 policies on participation and 32 policies on accommodations. A complete list of the policy documents is in the appendix.

In 1995, the text of all relevant state policies was included in the updates, with highlights presented prior to the actual policies. In this report, we have created tables that summarize the policies. In Table 1, we provide the definitions that we used when deciding whether a state's policy included language referring to a specific category in the tables.

Presenting policy information in tables makes the information easier to use, but sometimes obscures the complexity that underlies the policies. For example, the length and detail of the original source documents, which ranged from one sentence to 40 pages, is not apparent. Another difference is the specificity of the documents to the tests given. Some states, such as Maryland, specify accommodations for each test individually, while other states, such as Georgia, provide accommodations guidelines, but do not make them specific to the different tests given in the state.

After summarizing in table format the documents received from states, we sent a summary table for states to approve. States could indicate that there were no changes needed, ask for more information in order to decide whether the tables were accurate, or change the tables. If states indicated the need for a change after reviewing the summary table, we requested written documentation before making changes.

The information collected is summarized in two sets of tables in this report—one set for participation policies and a second for accommodation policies. Reporting policies, which were addressed previously by Thurlow et al. (1995b) are not included here. Instead, a separate analysis of state accountability reports has been conducted by NCEO (Thurlow, Langenfeld, Nelson, Shin, & Coleman, 1997).

Table 1: Definitions of Categories Used in Analysis	
Category	**Definition**
Participation Criteria	
Course or Curricular Validity	Decision about participation is based, in part or in whole, on whether the student received course or content areas covered by the assessment, or whether the assessment provides a valid measure of the student's curriculum.
IEP	Decision about participation is based, in part or in whole, on what the IEP team recommends. This recommendation may or may not be based on other variables
Parent/Guardian	Decision is based specifically on the parents' desires, or must be specifically signed off by the parents.
Receiving Special Education Services/Percent Time	Decision about participation is based, in part or in whole, on whether the student receives special education services, what kind of services the student receives, or the percentage of time that the student receives special education services.
Yields Valid and Reliable Measure	Decision about participation is based, in part or in whole, on whether the score that would be derived from the student's participation, with or without accommodations, is deemed (by opinion or research) to be valid and/or reliable.
Other	Includes a variety of other possible determining factors (e.g., certification of a medical condition, parent or guardian assumes student is in a regular classroom).
Additional Testing Options	
Out-of-Level Testing	Student may take the assessment designated for a lower level than the one in which he or she actually receives instruction.
Partial Participation	Student may take certain parts of the assessment, without being required to take others. Sometimes this means the student participates only in tests covering certain content areas. Sometimes it means that the student takes only certain subtests of an assessment.
Alternate Assessment	Student participates in a different assessment designed specifically for a subgroup of students. This includes assessments designed for students with severe cognitive disabilities in some states, and assessments for students who have not passed a graduation exam in others.
Broad Areas of Accommodations Allowed and Other Considerations in Decision Making	
Presentation Accommodations	Changes made to the presentation of the test or test directions.
Response Accommodations	Changes made to the way students respond to a test question or prompt.
Scheduling Accommodations	Changes in the timing or scheduling of testing.
Setting Accommodations	Changes to the testing environment or location a test is offered.
Used for Instruction	A general guideline that is used to indicate that any accommodation that is used during instruction is also allowed during assessment. Sometimes this general guideline is qualified, such as when it is stipulated that the instructional accommodation may only be allowed for assessment if it does not change the construct being assessed.
IEP Determined	A general guideline that is used to indicate that the specific accommodations allowed for an individual student are to be determined by an IEP team. Sometimes this guideline stands alone, without any other guidelines from the state; in other cases, this guideline is used within the framework of specific guidelines on allowable accommodations.

Table 1, cont.	
Presentation Accommodations	
Read Aloud	All of the assessment is read to the student (directions and items), or just part of the assessment is read to the student (e.g., directions).
Sign Language	All of the assessment (directions and items) is presented to the student via sign language (or other version, such as cued speech, signed English, etc.), or just part of the assessment is presented to the student via sign language (or other version such as cued speech, signed English, etc.).
Braille	All parts of the assessment are presented in Braille.
Large Print	All parts of the assessment are presented in large print.
Clarify Directions	Directions may be clarified through restatement for the student either in response to the administrators' decision that clarification is needed for all directions, or in response to student questions.
Administered by Other	Someone other than the regular test administrator gives test to student. Examples of this accommodation include administration by a special or regular education teacher, or other school personnel.
With Assistance	Someone is available to help the student during the testing, such as an aide.
Equipment	Variety of equipment options used to present the test materials, including computers, use of magnification equipment, auditory enhancers, noise buffers, and so on.
Other	All other types of accommodations that involve the way in which the assessment is presented.
Presentation Equipment Accommodations	
Magnification Equipment	Equipment that enlarges the print size of the test.
Amplification Equipment	Equipment that increases the level of sound during the test (e.g., FM systems, hearing aids).
Noise Buffer	Ear mufflers, white noise, and other equipment used to block external sounds.
Templates	Placemarkers or templates used to mark location of focus on the test.
Abacus	Abacus, or similar counting tools.
Audio/Video Cassette	Test is presented through audio or video equipment (e.g., an audiotaped presentation or videotaped presentation).
Lighting/Acoustic	Changes to the amount or placement of lighting or special attention to the acoustics of the test setting.
Computer/Machine	Computer or other mechanical aid (e.g., slide projector) is used to present test.
Response Accommodations	
Communication Device	Various communication devices (e.g., symbol boards) for the student to use in giving responses.
Computer or Machine	Computer or other machine (e.g., typewriter)
Spell Checker	Spell checker either as separate device or within word processing program; could also include print materials (e.g., glossary, dictionary)
Brailler	Brailler device or computer that generates response in Braille.
Tape Recorder	Students' verbal responses are tape recorded, generally for later transcription.
Calculator	Standard calculator and special function calculators. Sometimes one is allowed but not the other.
Write in Test Booklet	Student is allowed to write responses to items in the test booklet rather than on sheets (usually bubble format sheets) that are used by most students.
Proctor/Scribe	Student is allowed to respond verbally and a proctor or scribe then translates this to an answer sheet.
Pointing	Student is allowed to point to their response, and generally a staff member translates onto an answer sheet.
Other	All other types of accommodations that involve the way in which the student responds to the assessment are included here. Among popular "other" response accommodations are sign language (student responds by signing answers), use of lined paper, and use of a large print booklet.

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Table 1, cont.	
Scheduling Accommodations	
Extended Time	Student is allowed to take longer than is typically allowed for administration of the assessment. Sometimes the amount of extended time is specifically designated.
With Breaks	Breaks are allowed during assessments that typically are administered without breaks. Sometimes specific conditions are placed on when the breaks can occur (e.g., between subtests and not within subtests), and how long they are to be.
Time Beneficial to Student	Assessment is administered at a time that is most advantageous for the student. Often, this accommodation relates to medication administration schedules.
Student can no Longer Sustain Activity	The test administrator is allowed to stop the testing when the student demonstrates that he or she needs to stop.
Multiple Sessions	Assessments that are generally given in a single session are broken into multiple sessions so that student has breaks.
Over Multiple Days	Assessment is administered over several days when it is normally administered in one day.
Other	All other types of accommodations that involve the scheduling of the assessment are included here. An example of this kind of accommodation is allowing the student to take the subtests of an assessment in a different order from that typically followed.
Setting Accommodations	
Individual	Student is assessed separately from other students.
Carrel	Student is assessed while seated in a study carrel.
Small Group	Student is assessed with a small group, separately from other students.
Special Education Class	Student is assessed in special education classroom. This accommodation usually implies an individual or small group administration.
Student's Home	Student is assessed at home. This is often offered when a student is placed out of their home school, for illness or other reasons.
Separate Room	Student is assessed in a separate room. This accommodation usually implies an individual or small group administration.
Seat Location/ Proximity	Student is assessed in a specifically designated seat location, usually in close proximity to test administrator.
Hospital	Student is assessed in a hospital setting, generally due to an illness or injury.
Other	All other types of accommodations that involve the setting in which the student participates in the assessment are included here. Included here is hospital settings.

Participation Policies

Currently, 40 of the 50 states have active policies on the participation of students with disabilities in statewide testing (see Figure 2). There are a number of reasons why states may not have active policies on participation. They might not have statewide assessments, or they could have assessments without having any policies in place. Other states have had their assessments suspended, and are in the development phase of new assessments and new guidelines. Still other states have had guidelines, but are currently in the process of revising them. For this document, we included only policies that are currently in use. Thus, if a state has a policy that is currently undergoing revision we did not include it in this report.

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Figure 2. Status of Statewide Assessment and Participation Guidelines

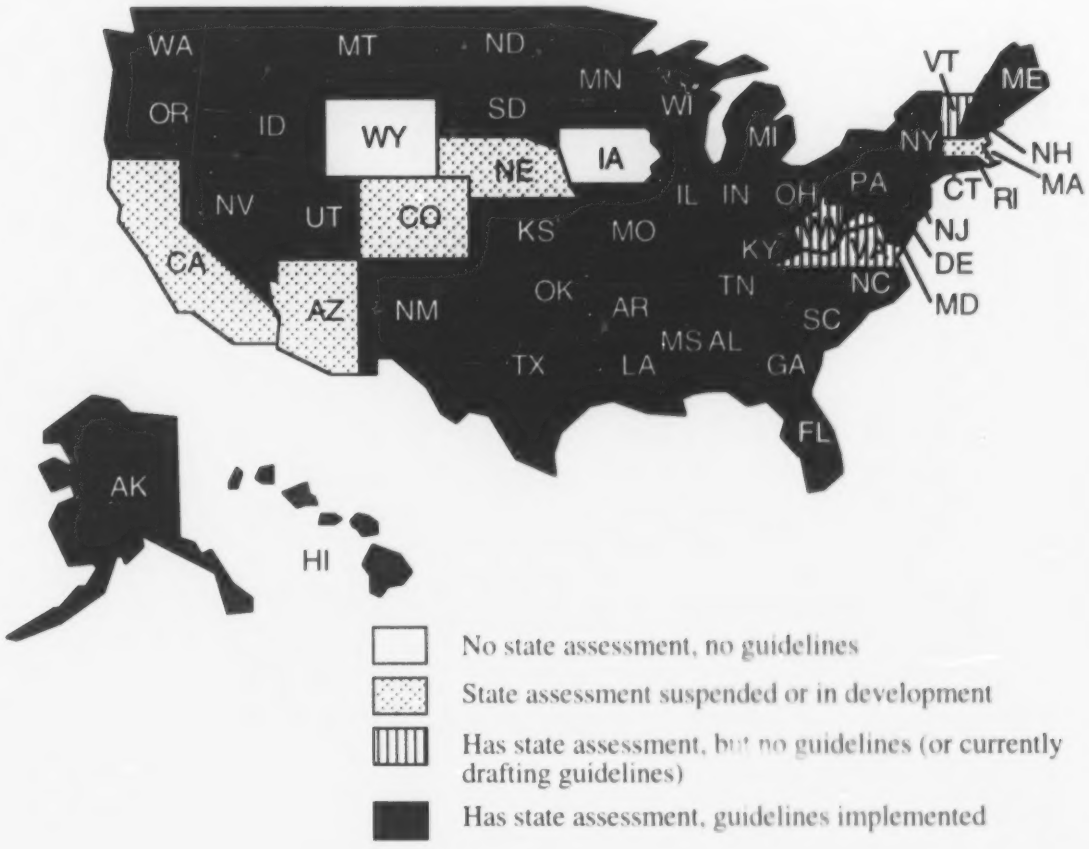

Table 2 summarizes the variables included in the participation policies in each state. Note that we have used an asterisk (*) in this table to indicate that the specific criterion applies to only part of the assessment system in the state (e.g., it may apply to one test but not another or only under certain circumstances). It is evident in this table that nearly all states with assessment policies in place use the IEP team's decision as one of the primary criteria to determine whether a student participates in the statewide assessment. Of the specific criteria listed in the table, course content or curricular validity is the next most frequent criterion. Relatively uncommon (less than one-fourth of the states with criteria) are criteria referring to the technical characteristics of measures (validity or reliability) or the special education services received. Just slightly over one-fourth of the states with policies specifically referred to the role of the parent/guardian in the decision-making process, with one state specifically prohibiting their involvement.

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Table 2: Variables Included in Participation Criteria

	Course Content or Curricular Validity	IEP	Parent/Guardian	Receiving Sp. Ed. Services/% Time	Yields Valid and Reliable Measure	Other
AL	X	X	X			X
AK		X				X
AR	X*		O*	X*		X*
CT	X	X			X	X
DE	X	X				X
FL	X*	X*				X*
GA		X	X			X
HI		X*	X*	X*		
ID	X	X	X	X		
IL		X			X	
IN	X	X				
KS		X				
KY†	X	X				X
LA	X	X				X*
ME		X*			X*	X*
MD	X*	X*				X
MI			X			
MN	X	X				
MS	X*	X*	X*	X*		X*
MO		X*				
MT				X*		
NV	X*	X*				
NH		X			X	X*
NJ	X	X				X
NM		X				
NY		X				
NC	X	X				
ND		X		X		
OH		X				X*
OK		X	X			
OR	X	X	X			
PA	X*	X*	X*			X*
RI		X				X
SC		X*				X*
SD		X*				X*
TN		X*			X*	X*
TX	X	X			X	
UT				X		X
WA	X*	X*	X*		X*	X*
WI	X*	X*	X*		X*	X*

Note: Ten states are not included in this table. IA, NE, and WY had no state assessment; AZ, CA, CO and MA had the state assessment suspended; VT, VA and WV were drafting guidelines.

† Kentucky does not allow any exclusion. Guidelines determine placement in the regular assessment or the alternate assessment.

X = criterion used
O = criterion may not be used
* = true only for certain tests within the state's assessment system. See Table 3 for specification of tests.

Next to the IEP, "other" criteria were the most frequently found in our analysis of state guidelines. This reflects the tremendous variability in specific criteria included within state policies. We have summarized the "other" criteria used by states in Table 3, along with specifications noted for the Table 2 criteria (i.e., explanation of asterisks).

Perhaps most obvious in Table 3 is the diversity of other criteria that states use, from requiring certification of a medical condition to examining the motivation of a student to be like her or his peers. The most frequently mentioned "other" criterion refers to the meaningfulness of testing for the students—seven states have criteria that allow for exclusion of a student if the results are anticipated to reflect the disability rather than the student's ability. Other frequently mentioned criteria involve (a) the exclusion of a student with disabilities based on a specific disability (some allowing that as a reason to exclude, others disallowing it), (b) concerns about whether testing might adversely affect a student, and (c) issues of whether appropriate accommodations are available.

Table 3: Other Variables Included in Participation Criteria and Specifications on Variables

	Specifications	Other Criteria
AL		Practice in testing in similar format & content
AK		Exclude if test results are meaningless
AR	**Course content**–SAT; **Parent/Guardian**–Not Allowed, SAT; **Rec. Spec. Ed./% Time**–SAT; **No partial testing allowed**–SAT	No accommodations allowed–SAT
CT		Student unable to participate meaningfully in testing; Test situations adversely affect student
DE		Specific handicap/severity of disability; Student unable to participate meaningfully in testing
FL	**Course Content**–High School Competency Test (HSCT); **IEP**–HSCT	Exemption ok if results of testing will reflect student's impairment instead of student's achievement–HSCT
GA		Not based on specific handicap or severity of disability
HI	**IEP**–SAT; **Parent/Guardian**–SAT; **Rec. Spec. Ed./% Time**–SAT	
LA		Type of spec. ed. prog. if student is in specially designed regular instructional programs; Student must have grade-level skills to be tested; Specific categories coded as spec. ed.–LA Educational Assessment Program
ME	**IEP**–Maine Educational Assessment (MEA); **Validity/Reliability**–MEA	Exclusion only appropriate if assessment will not yield a valid indication of functioning in specific area–MEA
MD	**Course Content**–Maryland School Performance Assessment Project; **IEP**–Comprehensive Test of Basic Skills (CTBS) & MD Functional Testing Program (MFT)	Test situations adversely affect student

Table 3, cont.		
	Specifications	**Other Criteria**
MS	**Course content**–Subject Area Tests, ITBS, Test of Achievement and Proficiency; **IEP**–Functional Literacy Examination (FLE); **Parent/ Guardian**–FLE; **Rec. Spec. Ed./% Time**–ITBS, and Test of Achievement and Proficiency	Appropriate accommodations exist–ITBS, and Test of Achievement and Proficiency
MO	**IEP**–Missouri Mastery Achievement Test	
MT	**Rec. Spec. Ed./% Time**–Standardized Achievement Testing	
NV	**Course content**–Terra Nova; **IEP**–Terra Nova & High School Proficiency Exam Program	
NH		Local school team decides about exclusion–New Hampshire Educational Improvement and Assessment Program; Excl. appr. only if assess will not yield a valid indication of how a student functions in a given content area–New Hampshire Educational Improvement and Assessment Program
NJ		Test will have an adverse effect on student
OH		Each school district must adopt policies and procedures; Certification of a med. cond. req.–Norm Referenced Achievement Tests
PA	**Course content**–Pennsylvania System of School Assessment; **IEP**–PA System of School Assessment; **Parent/Guardian**–PA System of School Assessment	Extended Absence–Pennsylvania System of School Assessment; Specific handicap/severity of disability–Pennsylvania System of School Assessment; Test situations adversely affect student–PA System of School Assessment
SC	**IEP**–Basic Skills Assessment Program (BSAP) (Gr. 3, 6, 8)	Do not test homebound, expelled students. 504 Plan says no testing Not required to test expelled students–BSAP (Gr. 3, 6, 8)
SD	**IEP**–SAT	Student must be able to test in prescribed standardized group testing conditions, no accommodations allowed–SAT
TN	**IEP**–TN Comprehensive Assessment Program & TCAP/CT (Competency Test); **Validity/ Reliability**–TCAP & TCAP/CT (Competency Test)	Student couldn't complete test–TCAP & TCAP/CT (Competency Test)
UT		Very limited English proficiency; Student incapable of participating meaningfully
WA	**Course content**–CTBS/4; **IEP**–CTBS/4; **Parent/Guardian**–CTBS/4; **Validity/ Reliability**–CTBS/4	Student tested if parent or guardian assumes student is in a regular classroom–CTBS/4
WI	**Course content**–1996 Wisconsin Reading Comprehension Test; **IEP**–1996 Wisconsin Reading Comprehension Test; **Parent/ Guardian**–1996 Wisconsin Reading Comprehension Test; **Validity/Reliability**–1996 Wisconsin Reading Comprehension Test	Child's reading proficiency within range of "regular" 3rd grade reading program. The child is motivated to be like his peers. The information from testing is useful to the school. Appropriate accommodations exist–1996 Wisconsin Reading Comprehension Test

In Table 4, we sum up additional testing options that some states make available: out-of-level testing, partial participation in testing, and alternate assessment. Partial participation appears to be the most popular of the three options, with about 40% of states with policies providing this option for students with disabilities. Out-of-level testing and alternate assessments are significantly less popular. A total of five states (over 10% of the 40 states with policies) allow out-of-level testing while another five disallow the practice. According to the state policy documents gathered for this report, alternate assessment is currently available or in development in eight of the 40 states that have participation policies (20% of states with policies). One example of an alternate assessment is Kentucky's Alternate Portfolio Assessment program (Ysseldyke et al., 1996). This is a program designed for students with moderate to severe cognitive disabilities that prevent them from completing a regular course of study even with modifications. These students are assessed using a portfolio composed of their best classroom work. This is intended to document their progress toward Kentucky's academic expectations for students in the alternate assessment system.

Accommodations Policies

Currently, 39 of the 50 states have active policies on accommodations (see Figure 3). There are a number of reasons why states might not have active policies on accommodations. Some states have assessment systems, but are currently developing or revising their accommodations guidelines. Other states do not have assessment systems in place, sometimes due to suspension of the system. For the purposes of this document we included only policies that are currently in use. States with policies currently under revision (or that were not approved by March, 1997) were not included.

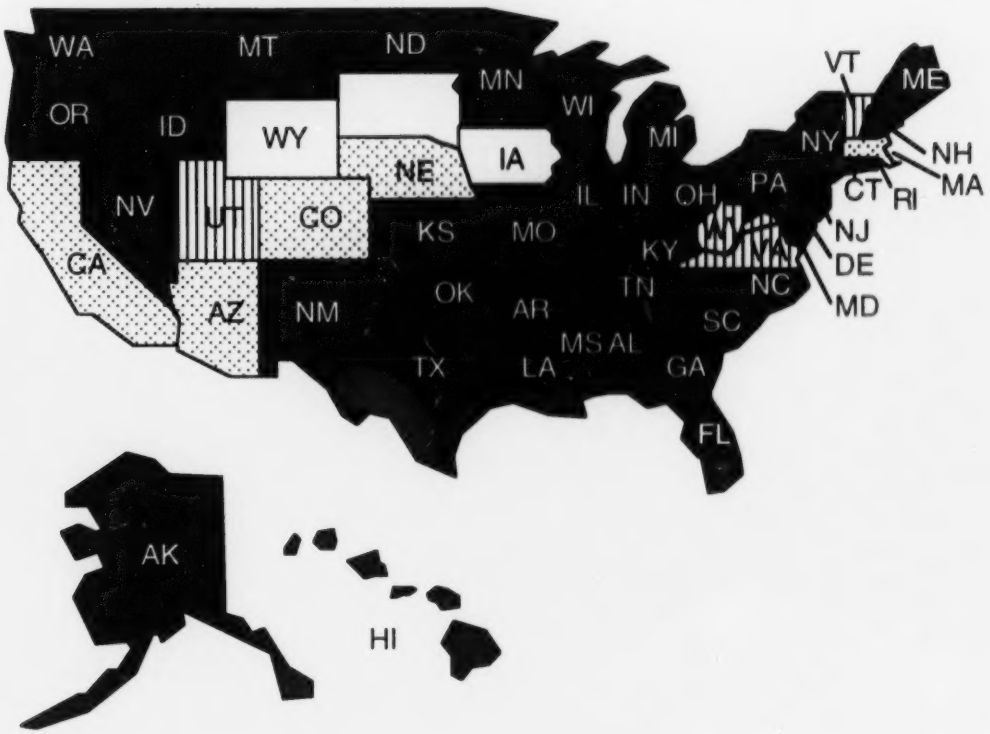
Table 5 summarizes information on accommodations policies in four areas (presentation, response, setting, scheduling), plus two other factors commonly considered in making accommodations decisions (used for instruction, IEP determined). In this table the information is presented at the broadest level (i.e., are there any accommodations allowed in each of the major types?). When viewed this way, nearly every state allows some accommodations of nearly every type (note that those cells with XO indicate that an accommodation is both allowed and prohibited). Of the 39 states with specific accommodations policies (South Dakota allows no accommodations), 31 offer some accommodations of nearly every type, nearly 80% of states with policies. The rare exceptions are states like Kentucky, Missouri, New Mexico, and Vermont, which do not list accommodations but instead indicate that the decision is IEP-determined and/or the accommodation is one used for instruction. In a couple of states (Indiana, Oklahoma) accommodations are allowed in all areas except one.

Table 4: Additional Testing Options			
	Out-of-Level Testing	Partial Participation	Alternate Assessment
AL	A	A	A
AK			
AR		NA	
CT	A	A	
DE			
FL			
GA	A		
HI			
ID			
IL	NA	A	
IN			
KS	A		
KY	NA	A	A
LA	A		
ME		A	
MD	NA	A	A (field testing)
MI		A	A
MN			
MS			
MO			
MT		A	
NV	NA	A	
NH		A	
NJ		A	A
NM			A
NY			
NC		A	A
ND		A	
OH		A	
OK			
OR		A	
PA			
RI			
SC			
SD			
TN	NA	NA	
TX			A
UT			
WA			
WI	(Reads at grade level)		

Note: Ten states are not included in this table. IA, NE, and WY had no state assessment; AZ, CA, CO and MA had the state assessment suspended; VA and WV were drafting guidelines; VT did not respond.

A = available
NA = not available

Figure 3. Status of Statewide Assessment and Accommodation Guidelines



No state assessment, no guidelines

State assessment suspended or in development

Has state assessment, but no guidelines (or currently drafting guidelines)

No accommodations allowed

Has state assessment, guidelines implemented

Table 5: Broad Areas of Accommodations Allowed by States, and Other Considerations in Decision Making

	Presentation	Response	Setting	Scheduling	Other	
					Used for Instruction	IEP Determined
AL	XO	X	X	X		
AK	X	X	X	X		X
AR	XO	X	X	XO		
CT	X	X	X	X		
DE	XO	XO	X	XO		
FL	XO	X	X	X	X	
GA	XO	X	X	XO	X	
HI	XO	XO	X	XO	X	
ID		X		X		X
IL	XO	X	X	X	X	X
IN	X	X		X		X
KS	XO	X	X	X		X
KY					X	X
LA	XO	X	X	X	X	X
ME	X	X	X	X		
MD	XO	X	X	X	X	X
MI	X	X	X	X		
MN	X	X	X	X		
MS	XO	X	X	X	X	
MO						X
MT	X	X	X	X	X	
NV	XO	XO	X	X		X
NH	X	X	X	X	X	X
NJ	XO	XO	X	X		X
NM						X
NY	X	X	X	X		
NC	XO	XO	X	X	X	X
ND				X		X
OH	X	X	X	X		X
OK	X	X		X		X
OR	XO	X	X	X		
PA	XO	X	X	X		X
RI	X	X	X	X	X	
SC	X	X	X	X		
SD	NO ACCOMMODATIONS ALLOWED					
TN	XO	X	X	XO		
TX	XO	XO	X	X	X	X
WA	XO	X	X	XO		
WI	XO	X	X	X	X	X

Note: Eleven states are not included in this table. IA, NE, and WY had no state assessment; AZ, CA, CO and MA had the state assessment suspended; VT, VA and WV were drafting guidelines; UT had no guidelines.

X = Accommodation allowed
O = Accommodation prohibited
XO = Accommodation allowed in some situations, prohibited in others

Presentation Accommodations

Table 6 includes a more detailed listing of *presentation accommodations*. These alter the presentation of the test or test directions. Examples of these accommodations might be providing a large-print version of the test, or reading the test aloud to a student. Evident in this table is that presentation accommodations are widely allowed by states, with Braille or large-print editions of the tests most commonly offered (31 and 32 states offering them, respectively). Reading the test aloud is one of the most controversial accommodations. Approximately 23% (9 of the 39 states with policies) offer reading aloud with no restrictions, another 41% (16 of the 39 states with policies) offer reading aloud with some restrictions (examples include not reading the reading test aloud or only reading the directions aloud), and another 8% (three states) completely prohibit reading aloud. Equipment accommodations frequently mentioned by states are detailed in Tables 7 and 8.

Table 7 is a summary of *presentation equipment accommodations*, which involve providing specific equipment as part of the presentation of the test. Examples of these accommodations include providing magnifying equipment, or providing altered lighting or acoustics for taking the test. Frequently mentioned presentation equipment accommodations include magnification equipment, amplification equipment, templates, lighting or acoustic alterations, and using a computer or machine in the presentation.

Table 8 is a listing of all other types of presentation accommodations allowed by states (for those states with "Other" noted in Table 6), as well as specifications about tests to which accommodation policies apply. These "other" accommodations further reflect the variability in state policies on accommodations, with available accommodations including underlining verbs in instructions, providing adaptive or special furniture, using specific types of pencils, and making practice tests available.

Response Accommodations

Response accommodations are summarized in Table 9. This table includes many different ways students could respond to a test, for example, writing in test booklets, pointing, or using a tape recorder to record their responses. Again, the variability is very evident, particularly for the accommodation of providing a calculator, with 10 of the 39 states with policies (approximately 26%) allowing calculator use, another 10 (approximately 26%) allowing use with some restrictions (e.g., the IEP specifies calculator use as a goal), and two (approximately 5%) specifically prohibiting the use of calculators. The use of a proctor or scribe was the most frequently mentioned accommodation in this table, with nearly three-quarters of the states with policies allowing the accommodation (though two of states did have some restrictions on their use).

Table 6: Presentation Accommodations Allowed by States

	Read Aloud	Sign Language	Braille	Large Print	Clarify Directions	Admin. by Other	With Assistance (e.g., aide)	Equipment	Other
AL	X*	X*	X*	X*		X*		X*	X*
AK		X	X	X	X			X	X
AR	XO*	X*	X*	X*				X*	
CT	X	X	X	X				X	
DE	XO	X	X	X			X	XO	X
FL	XO	X*	X	X	X*			XO*	X
GA	XO		X	X	O	X	X	X	X
HI	O	X*	X	X				XO*	X
ID								XO	X
IL	XO	X	X	X	X			X	X
IN		X	X	X					X
KS	XO	X	X	X	X*			X*	X
KY									X
LA	XO*	X*	X*	X*		X*		X*	X*
ME	X*	X*	X*	X*	X*	X*		XO*	X*
MD	XO*	X	X*	X		X	X	XO*	X*
MI	X	X	X	X	X		X	X	X
MN		X	X	X	X			X*	X
MS	XO*		X*	X*				XO*	X*
MO									X
MT	X								
NV	XO	X	X	X		X		XO	X
NH	XO		X	X	X	X		X	X
NJ	O*	X*	X*	X*	X*	X*		XO	X
NM									X
NY	X*	X*	X*	X*				XO*	X*
NC	XO	XO	X	X				XO*	
ND									
OH	X*		X*	X*					X*
OK				X					X*
OR	XO	X	X*	X	X			X*	X
PA	XO	X	X	X	X		X	X	X
RI	X	X	X	X				X*	X
SC	X	X	X	X	X			XO	X*
TN	O*	X*	X	X		X		X*	X
TX	XO*	X*	X	X				XO	
WA		X	X	X		X		XO	X
WI	XO	X	X	X*	X*	X		X	X

Note: Twelve states are not included in this table. IA, NE, and WY had no state assessment; AZ, CA, CO and MA had the state assessment suspended; VT, VA and WV were drafting guidelines; UT had no guidelines. SD also is not included because its policy allowed no accommodations at all.

X = Accommodation allowed
O = Accommodation prohibited
XO = Accommodation allowed in some situations, prohibited in others
* = True only for certain tests within the state's assessment system. See Table 8 for specification of tests.

Table 7: Presentation Equipment Accommodations Allowed by States								
	Magnify Equip.	Amplif. Equip.	Noise Buffer	Templates	Abacus	Audio/ Video Cass.	Light/ Accoust.	Computer/ Machine
AL	X*	X*	X*	X*	X*			
AK						X		
AR	X*		X*					
CT								
DE	X	X	X	XO	XO	X	X	X
FL	X			X	X*			X*
GA	X	X	X	X			X	X
HI						XO*		
ID								
IL	X	X		X	X	X	X	
IN								
KS	X*			X*			X*	X
KY								
LA							X*	
ME	X*	X*	X*	X*				X*
MD		X				XO*		XO*
MI		X			X	X	X	
MN	X	X		X		X*		X
MS	X*	X*						
MO								
MT								
NV	X	X		X			X	X
NH	X	X	X	X				X
NJ				X*			X*	X*
NM								
NY	X	X		X	X*	X	X*	
NC	X				X	XO*		X
ND								
OH								
OK								
OR	X	X	X	X*				
PA	X	X		X			X	X
RI	X*	X*						X*
SC	X	X	X	X	X			X
TN	X*			X*				
TX	X				X		X	X
WA	X	O		X				
WI	X							

Note: Twelve states are not included in this table. IA, NE, and WY had no state assessment; AZ, CA, CO and MA had the state assessment suspended; VT, VA and WV were drafting guidelines; UT had no guidelines. SD also is not included because its policy allowed no accommodations at all.

X = Accommodation allowed
O = Accommodation prohibited
XO = Accommodation allowed in some situations, prohibited in others
* = True only for certain tests within the state's assessment system. See Table 8 for specification of tests.

Table 8: Specifications and Other Presentation Accommodations		
	Specifications	**Other**
AL	**Read Aloud**–Basic Competency Test (BCT), High School Basic Skills Exit Exam (HSBSEE) (not reading subtest), Career Interest Inventory (CII), Grade-Level Criterion Referenced Test (CRT); **Sign Language**–BCT, HSBSEE, SAT, Differential Aptitude Tests (DAT), CII, CRT; **Braille**–BCT, HSBSEE, SAT, CRT; **Large Print**–BCT, HSBSEE, SAT, CRT; **Admin by Other**–BCT, HSBSEE, SAT, DAT, CII, CRT; **Magnif. Equip.**–BCT, HSBSEE; SAT; CII; CRT; **Amplif. Equip.**–BCT, HSBSEE; SAT; CII; CRT; **Noise Buffer**–BCT, HSBSEE; SAT; CII; CRT; **Templates**–BCT, HSBSEE; SAT; CII; CRT; **Abacus**–BCT, HSBSEE; CRT	As needed w/SDE approval–BCT, HSBSEE, CRT; Graph Paper–BCT, HSBSEE, CRT
AK		Test in language other than English
AR	**Read Aloud**–SAT (not reading portion); **Sign Language**–SAT; **Braille**–SAT; **Large Print**–SAT; **Magnif. Equip.**–SAT; **Noise Buffer**–SAT	NOTE: scores from allowed accommodations do not go into summary data–SAT
DE		No reading aloud of reading test; Rereading directions for each subtask; Physical assistance; Auditory trainer; Math table, graph paper, using communication board, supplementing words with pictures, providing cues (arrows, stop signs) on assessment, revising the language (simplifying), and providing additional examples are permitted, but result in no aggregation of student's score; Adaptive furniture to accommodate a physical disability
FL	**Sign Language**–High School Competency Test (HCST), FL Writing Assessment; **Clarify Directions**–HSCT; **Abacus**–HSCT; **Computer/Machine**–HSCT	May read all but non-oral reading items
GA		No reading aloud of reading test; Tactile version of print; Placemarker; Special paper; Use of computer/machine okay for writing only if student has a physical impairment, but students cannot use text editing.
HI	**Sign Language**–Test of Essential Competencies; **Audio/video Cassette**–Test of Essential Competencies (specifically prohibited for SAT)	Alternate norms for hearing impaired students; Others available on request
ID		Local level decision
IL		All based on IEP decision; no reading of reading portion of IL Goal Assessment Program; Simplify language in directions; Underline verbs in instructions; Provide additional examples; Increase spacing between items; Reduce # of items per page; Print reading passages with only one complete sentence per line; Arithmetic Tables
IN		Adaptive equipment
KS	**Clarify Directions**–Mathematics Assessment, Reading Assessment, Social Studies Assessment; **Magnify Equip**–Math, Reading, and Social Studies Assessments; **Templates**–Math, Reading, and Social Studies Assessment; **Lighting/Acoustic**–Math, Reading, and Social Studies Assessment	Give test items one at a time; Reduce # of items per page; Highlight key words or phrases in directions; Papers secured with tape; Directions reread as needed; Adaptive or special furniture–Math, Reading, and Social Studies Assessment
KY		Whatever IEP indicates
LA	**Read Aloud**–Louisiana Educational Assessment Program (LEAP) (not to be used for reading comprehension); **Sign Language**–LEAP; **Braille**–LEAP; **Large Print**–LEAP; **Admin. by Other**–LEAP; **Lighting/ Acoustic**–LEAP	In usual mode of communication; Transparencies for administration; Cannot read aloud in LA Educational Assessment Program; exception to the use of sign language exists when its use would give the answer; As needed on IEP–LEAP

Table 8, cont.		
	Specifications	**Other**
ME	**All accommodations**–Maine Educational Assessment (MEA)	Other assistive technology–MEA; Other (must be DOE approved)–MEA
MD	**Read Aloud**–Prohibited on CTBS; MD School Performance Assessment Program (MSPAP); MD Functional Testing Program (MFT); County CRTs (Not to be used for reading assessment); **Braille**–MFT; County CRTs; **Audio/Video Cassette**–MSPAP; MFT; County CRTs; prohibited for the Comprehensive Test of Basic Skills (CTBS); **Computer/Machine**–MSPAP; MFT; County CRTs; prohibited for the CTBS	Others as appropriate; Repetition of directions as needed; Written copies of orally presented directions–MSPAP; MFT; County CRTs; Speller–MSPAP; MFT; County CRTs; prohibited for the CTBS; Augmentative Communication device–MSPAP; MFT; County CRTs; prohibited for the CTBS
MI		Adaptive or special furniture; Provide addl. examples; Masks or markers to maintain place
MN	**Audio/video cassette**–Mathematics Assessment	Repeating directions; Short segment test booklet; Additional answer pages–Writing Assessment
MS	**Read Aloud**–Not to be used for reading, otherwise okay–Functional Literacy Examination (FLE); Subject Area Tests; **Braille**–FLE; Subject Area Tests; **Large Print**–FLE; Subject Area Tests; **Magnif. Equip.**–FLE; Subject Area Tests; **Amplif. Equip.**–ITBS; Test of Achievement and Proficiency; Auditory Trainer–FLE; Subject Area Tests	Others per advance request–FLE; Subject Area Tests; If other accommodations are used, score is not included in summary statistics–ITBS; Tests of Achievement and Proficiency; Specialized Table–FLE; Subject Area Tests; Test of Achievement and Proficiency
MO		IEP decides if accom. are used, scores are not included in building or district averages
NV		Directions read aloud; Directions re-read; Directions on separate sheet; Reading test not read aloud; Math test can be read aloud; Others, per advance request; Text enlarger; Markers to maintain place
NH		Reading not allowed for reading or language arts portions; Other mod. if approved by DOE in advance; All mod. consistent with mod. in student's program
NJ	**Read Aloud**–High School Proficiency Test (HSPT); **Sign Lang.**–HSPT; **Braille**–HSPT; **Large Print**–HSPT; **Clarify Directions**–HSPT; **Admin by Other**–HSPT;**Templates**–HSPT; **Lighting/ Acoustic**–HSPT; **Computer/Machine**–HSPT	Pencil grip–HSPT; Provide written directions on separate paper –HSPT
NM		IEP Team recommends, needs State Superintendent approval
NY	**Read Aloud**–Regent's Competency Exams (RCE); Regent's Exams & Proficiency Exams (RE&PE); **Sign Lang.**–RCE; RE&PE; **Braille**–RCE; RE&PE; **Large Print**–RCE; RE&PE; **Abacus**–RE&PE; **Lighting/ Acoustics**–RE&PE	Cues to remain on task–RCE; If read aloud, entire test should be read; No dictionary or thesaurus; No sheets with math formulas; Math tables ok; Grammar checker ok; Modify directions; Modify spacing, size, shape
NC	Audio/Video Cass.–Competency Tests	
OH	**Read aloud**–Proficiency Testing; **Braille**–Proficiency Testing; **Large Print**–Proficiency Testing	Protractor allowed in 6th grade math assessment–Proficiency Testing; There is a 4th grade practice test; Guidelines provided by national test publisher–Norm Referenced Achievement Tests; What is in the IEP or 504 Plan is allowed–Proficiency Testing
OK		Accommodations specified in IEP or by written request to the State Dept. of Ed. Student Assessment Section Director–Norm-Referenced Assessment; Accommodations which deviate from established standardized test procedures of OSTP must be reported–Norm Referenced Achievement; Criterion-Referenced Testing Program

Table 8, cont.

	Specifications	Other
OR	**Braille**–Mathematics, Reading, and Literature Statewide Assessment (MRLSA); Other **Templates**–MRLSA	Repeat directions between reading selections and questions; Read or re-read directions to student; Prompt student to continue reading or move on to next question; Written version of oral directions; Highlight verbs in directions; Simplify directions; Manipulatives; Scratch paper–MRLSA
PA		Check to make sure student is marking in correct spaces; Accompany oral directions with written; Repeat directions to individual students; Have student demonstrate understanding of directions; Cue student to stay on task; Provide written steps for directions; Highlight key words or phrases in directions; Reduce stimuli (limit # of items on test); Secure papers to work area with tape or magnets; Read test items for math and writing only; Easel; Slantboard or wedge; Wrist rest; Arm stabilizer guide; Assistive technology; Specific types of pencils; Enlarge Answer sheet; Utilize different position of paper or alter student's test-taking position; Use colored stickers for visual cues; Use acetate color shield on pages to reduce glare and increase contrast
RI	**Magnif. Equip**.–Health Performance Assessment (HPA); Math Performance Assessment (MPA); Writing Exam; **Amplif. Equip.**–HPA; MPA; Writing Exam; **Computer/ Machine**–Health Performance Assessment; MPA; Writing Exam	Repeat directions; Visual aids; Accommodations which are consistent with those in the students instructional program are allowed.
SC		Test administrator can sign, cue or communicate through an interpreter any directions normally read aloud to students.–Basic Skills Assessment Program (BSAP). Decision on level at which to test ungraded students who are not mainstreamed must be made by the IEP committee. BSAP is administered in standard American English; Pace and flow of the audiotape can be adjusted–Exit Examination. Items repeated as many times as necessary. Alternative Holistic Scoring Scale available BSAP: Closed circuit TV, optical low-vision aid, voice synthesizer, adaptive keyboard, voice activated word processor Exit Examination: Ruler, protractor in math. Lined paper for first drafts. Dictionary available for students in writing subtest. Electronic dictionary not allowed. Loose leaf test booklets allowed for reading and math.
TN	**Read aloud**–only for internal directions–TN Comprehensive Assessment Program (TCAP); **Read aloud**–no parts–TN Competency Test (CP); **Sign Language** can be used only for directions usually read aloud; **Magnif. Equip.**–TCAP; TN CP; **Templates**–TCAP; TN CP	Sign directions for hearing impaired
TX	**Read Aloud**–only for math, social studies, 7 science sections of TAAS. **Sign language**–for directions only	Colored transparency over test allowed. Place marker, slide rule, reference materials allowed. Spell check disallowed
WA		Test preparation materials
WI		Practice tests or examples before actual test administration. Equipment or technology that a student uses for other tests and school work allowed.–1996 Wisconsin Reading Comprehension Test

Table 9: Response Accommodations Allowed by States

	Comm. Device	Computer or Machine	Spell Checker	Brailler	Tape Recorder	Calcu-lator	Write in Test Booklets	Proctor/ Scribe	Pointing	Other
AL		X*	O*				X*	X*		X*
AK					X	X				
AR							X*	X*		
CT		X	O			X		X		X*
DE	XO	X			XO	XO		XO		X
FL		X*		X*		XO*	X*	X*		
GA				X			X	X	XO	X*
HI						O*		X*		X
ID						X*				X
IL	X	X			X	X	X	X		
IN								X		
KS	X*	X		X*	X*	X	X*		X*	
KY										
LA							X*	X*		X*
ME		X*				XO*		X*		X*
MD	XO*	X*			X*	X*	X*	X*	X*	X*
MI	X	X			X		X	X		
MN		X		X	X*		X*	X	X	
MS	X*	X*		X*		XO*	X*	X*		X*
MO										X
MT	X							X		
NV		X*	O*	X*		XO*	X*	XO*		X*
NH		X*				XO*		X*		
NJ		X*		X*		O*	X*	X*	X*	
NM										X
NY	X*	X*	X*		X*	XO*	X*	X*	X*	X*
NC				X		XO	X	X		X
ND										
OH						X*		X*		X*
OK										X*
OR	X*	X*		X*	X*	X*	X*	X	X*	
PA	X	X		X	X	X	X	X	XO	X
RI		X*			X*	X*		X*	X*	
SC	X*	X*		X*	X*	XO*	X*		X*	X*
TN		X*					X*	X*		
TX		X	O	X		XO	X	X		X
WA								X		
WI	X	X*			X			X	X*	

Note: Twelve states are not included in this table. IA, NE, and WY had no state assessment; AZ, CA, CO and MA had the state assessment suspended; VT, VA and WV were drafting guidelines; UT had no guidelines. SD also is not included because its policy allowed no accommodations at all.

X = Accommodation allowed
O = Accommodation prohibited
XO = Accommodation allowed in some situations, prohibited in others
* = True only for certain tests within the state's assessment system. See Table 10 for specification of tests.

Table 10 is a listing of all other types of response accommodations allowed by states (for those states with "Other" noted in Table 9), as well as specifications about tests to which accommodation policies apply. These "other" accommodations reflect further the variability in state policies on accommodations. Examples of these accommodations included large-spaced paper, checking of a transferred response by a staff member, use of a slide rule, and use of reference materials. The use of grammar checkers, although frequently mentioned, was done so in a prohibitive manner.

Table 10: Specifications and Other Response Accommodations

	Specification	Other
AL	**Computer or Machine**–Basic Competency Test (BCT), High School Basic Skills Exit Exam (HSBSEE), Career Interest Inventory (CII), Grade-Level Criterion-Referenced Test (CRT); **Spell Checker**–CRT; **Write in Test Booklets**–BCT, HSBSEE, CRT; **Proctor/Scribe**–BCT, HSBSEE, CII, CRT	No grammar checker, or dictionary programs allowed; As needed, with SDE approval–BCT, HSBSEE, CRT; Large-print booklet–SAT
AR	**Write in Test Booklets**–SAT; **Proctor/Scribe**–SAT	
CT		Grammar check not allowed–Connecticut Mastery Test, Connecticut Academic Performance Test
DE		Communication device and tape recorder not allowed for writing; If scribe is used for writing, scores can't be aggregated
FL	**Computer or Machine**–High School Competency Test (HSCT); FCAT; **Brailler**–FL Writing Assessment Program; FCAT; **Calculator**–HSCT; FCAT; **Write in Test Booklets**–HSCT; **Proctor/Scribe**–HSCT; FL Writing Assessment Program	
GA		Proctor/scribe–Allowed in writing assessment if done in Braille; Pointing–Not allowed in writing assessment; Lined paper–Georgia Curriculum Based Assessments, Georgia High School Graduation Test, ITBS, Test of Achievement and Proficiency, Georgia Kindergarten Test; Sign language (if student has physical impairment)–Georgia Curriculum Based Assessments, Georgia High School Graduation Test, ITBS, Test of Achievement and Proficiency, Georgia Kindergarten Test
HI	**Calculator**–Prohibited on HSTEC; **Proctor/Scribe**–SAT (only raw scores are calculated)	Others available on request
ID	**Calculator**–Tests of Achievement and Proficiency, ITBS (math concepts, problem solving, data interpretation)	Local level decision–extended time is coded 9 or Z
IL	**Write in Test Booklets** (IEP decision)–Illinois Goal Assessment Program	

Table 10, cont.		
	Specification	**Other**
KS	**Comm. Device**–Mathematics Assessment; Reading Assessment; Social Studies Assessment; **Brailler**–Math Assessment; Reading Assessment; SS Assessment; **Tape Recorder**–Math Assessment; Reading Assessment; SS Assessment; **Write in Test Booklets**–Math Assessment; Reading Assessment; SS Assessment; **Pointing**–Math Assessment; Reading Assessment; SS Assessment	
LA	**Write in Test Booklets**–Louisiana Educational Assessment Program (LEAP); **Proctor/Scribe**–LEAP	As needed on IEP–LEAP
ME	**Computer or Machine**–Maine Educational Assessment (MEA); Calculator–MEA; **Proctor/Scribe** (student dictation okay except writing sample)–MEA	Student dictation is okay, except oral dictation of writing sample is not an approved modification; Large-spaced paper–MEA; Other approved by DOE in advance–MEA
MD	**Comm. Device**–Maryland School Performance Assessment Program (MSPAP), Maryland Functional Testing Program (MFT) (Graduation Tests in Reading, Math, Writing, and Citizenship), County CRTs; **Computer or Machine**–MSPAP, MFT, County CRTs; **Tape Recorder**–Comprehensive Test of Basic Skills (CTBS), MSPAP, MFT, County CRTs; **Calculator**–MSPAP, MFT, County CRTs; **Write in Test Booklets**–CTBS, MFT, County CRTs; **Proctor/Scribe**–MSPAP, MFT, County CRTs; **Pointing**–CTBS, MSPAP, MFT, County CRTs	Staff member checks student's transferred response–CTBS, MFT, County CRTs; Other accommodations as appropriate–CTBS, MSPAP, MFT, County CRTs; Oral presentation to small group or familiar group–MSPAP, County CRTs; Sign language–MFT, County CRTs
MN	**Tape Recorder**–Mathematics Assessment, Reading Assessment; **Write in Test Booklets**–Mathematics Assessment, Reading Assessment	
MS	**Comm. Device**–Functional Literacy Examination (FLE), Subject Area Tests; **Computer or Machine**–FLE, Subject Area Tests; **Brailler**–FLE, Subject Area Tests; **Calculator**–Subject Area Tests (in some); **Write in Test Booklets**–FLE, Subject Area Tests; **Proctor/Scribe**–FLE, Subject Area Tests	Large-print booklet–FLE, Subject Area Tests; Others with advance request–FLE, Subject Area Tests; If accommodations are used, score is not included in summary statistics–ITBS, Test of Achievement and Proficiency
MO		IEP decides if accommodations are used, scores are not included in building or district averages
NV	**Computer or Machine**–Terra Nova & High School Proficiency Exam Program (HSPEP); **Spell Checker** (also grammar, or hyphenation checker) (not allowed)–Terra Nova & HSPEP; **Brailler**–Terra Nova & HSPEP; **Calculator** (not allowed)–Terra Nova & HSPEP; **Write in test booklets**–Terra Nova & HSPEP; **Proctor/Scribe** (some parts)–Terra Nova & HSPEP	Lined paper–Terra Nova & HSPEP; Dictate to writing prompt only if physical handicap prevents answering unaided–Terra Nova & HSPEP; Write on separate sheet of paper–Terra Nova & HSPEP; Other accommodations with advance request–Terra Nova & HSPEP
NH	**Computer or Machine**–NHEAP; **Calculator**–NHEAP; **Proctor/Scribe**–NHEAP	
NJ	**Computer or Machine**–HSPT; **Brailler**–HSPT; **Calculator**–prohibited on HSPT; **Write in Test Booklets**–HSPT; **Proctor/Scribe**–HSPT; **Pointing**–HSPT	
NM		IEP team recommends, needs State Supt. approval

Table 10, cont.		
	Specification	**Other**
NY	**Comm. Device**–Regent's Competency Exams (RCE); **Computer or Machine**–RCE, Regent's Exams & Proficiency Exams (RE&PE); **Spell checker**–RCE, RE&PE; **Tape recorder**–RCE, RE&PE; **Calculator** (some parts)–RCE, RE&PE; **Write in test booklets**–RE&PE; **Proctor/ Scribe**–RCE, RE&PE; **Pointing**–RCE	Adaptive writing instrument–RCE; Delete requirement regarding spelling, punctuation, paragraphing–RE&PE
NC		Calculator only for application section, not computation; graphing calculators ok
OH	**Calculator**–Proficiency Testing (6th grade Math and 12th grade Math and Science tests); **Proctor/Scribe**–Proficiency Testing	Guidelines provided by national test publisher–Norm Referenced Achievement Tests; What is in IEP or 504 Plan–Proficiency Testing
OK		Large-print booklet–Norm-Referenced Achievement Test (NRA), Norm-Referenced Writing Assessment, Criterion-Referenced Testing Program; Accommodations which deviate from established standardized procedures for OSTP must be reported–NRA; Accommodations as specified in IEP or 504 Plan–NRA; Written request to State Department of Education Student Assessment Section Director–NRA
OR	**Comm. Device**–Statewide Writing Assessment (SWA); **Computer or Machine**–SWA; **Brailler**–SWA; **Tape Recorder**–SWA; **Calculator**–Mathematics, Reading, and Literature Statewide Assessment (MRLSA); **Write in Test Booklets**–MRLSA; **Pointing**–MRLSA	
PA		Large-print booklet; audio tape for math and reading tests only
RI	**Computer Or Machine**–Health Performance Assessment (HPA), Math Performance Assessment (MPA), Writing Exam; **Tape Recorder**–HPA; **Calculator**–MPA; **Proctor/Scribe**–HPA; MPA; **Pointing**–HPA, MPA, Writing Exam	
SC	**Comm. Device**–Basic Skills Assessment Program (BSAP); **Computer or Machine**–BSAP, Exit Examination; **Brailler**–BSAP, Exit Examination; **Tape Recorder**–BSAP (6,8 Writing), Exit Examination (6, 8 Writing); **Calculator**–Exit Examination (Math); **Write in Test Booklets**–BSAP, Exit Examination; **Pointing**–BSAP, Exit Examination	Student dictates for individual administration–BSAP, Exit Examination; Large-print booklet–BSAP, Exit Examination; Lined paper for grades 6 and 8–BSAP; Adaptive keyboard–BSAP; Voice activated word processor–BSAP; Voice synthesizer–BSAP; Loose-leaf test booklets for reading and math–BSAP; Student may write composition on large print paper–BSAP
TN	**Computer or Machine**–Tennessee Competency Test (CP); **Write in Test Booklets**–TN CP; **Proctor/Scribe**–Tennessee Comprehensive Assessment Program (TCAP), TN CP	
TX		Colored transparency over test allowed; Place marker, slide rule, reference materials allowed; Calculator only on Algebra I end-of-course exam
WI	**Computer or Machine**–Knowledge & Concepts Component of WSAS; **Pointing**–Knowledge & Concepts Component of WSAS	

Scheduling Accommodations

Scheduling accommodations (see Table 11) are any timing or scheduling changes in the way the test is regularly administered. These accommodations include providing the student breaks in the testing, providing extended time in which to take the test, or administering the test over multiple days when it usually occurs on one day. Extended time was the most frequently mentioned accommodation in state guidelines, with two-thirds (13) of the 39 states with policies allowing extended time, and another 5% (two states) prohibiting that accommodation. Offering breaks and other accommodations were the next most frequently mentioned scheduling accommodations.

Table 12 summarizes all other types of scheduling accommodations allowed by states (for those states with "Other" noted in Table 11), and the specifications about tests to which these accommodation policies apply. Again, states vary widely; some states limit the amount of extended time available or specify when breaks are permitted. Others allow a student to take a single subtest at a time, give the test in shorter sessions, and provide alternate testing dates.

Setting Accommodations

Setting accommodations (see Table 13) are changes to the testing environment, or location in which the test is administered. These accommodations could include administering the test in the student's home, individually at school, or with a specified seat location or proximity to the administrator. Allowing students to take tests individually or in small groups were the most popular accommodations within this category, with approximately two-thirds of states allowing each. Less frequently mentioned settings include hospitals. As with other types of accommodations, there were many other setting accommodations mentioned by states.

Table 14 lists all other types of setting accommodations allowed by states (for those states with "Other" noted in Table 13), and specifications about tests to which accommodation policies apply. States mention assorted accommodations, ranging from alternate location, quiet location, modified grouping arrangements, to increasing or decreasing a student's opportunity for movement.

Table 11: Scheduling Accommodations Allowed by States

	Extended Time	With Breaks	Time Beneficial to Student	Student can no longer sustain activity	Multiple Sessions	Over Multiple Days	Other
AL	X*	X*	X*	X*	X*		X*
AK		X*					X*
AR	O*	X*				X*	X*
CT	X	X			X		
DE			XO		XO		X
FL	X	X					X
GA	X	X	X	X	X	XO	X*
HI	X						X*
ID	X*						X
IL	X	X			X	X	
IN	X						
KS	X	X*					
KY							X
LA	X*	X*					X*
ME		X*	X*	X*			X*
MD	X*	X*	X*		X*	X*	X*
MI	X	X					
MN	X		X		X*	X*	
MS	X	X	X				X*
MO							X
MT	X						
NV	X	X	X				X
NH		X*	X*	X*			
NJ	X*	X*				X*	
NM							X
NY	X*	X*			X*	X*	
NC	X				X		
ND							
OH	X*						X
OK							X*
OR	X	X	X*		X	X*	
PA	X	X					
RI	X*	X*		X*	X*	X*	
SC	X*				X*		X
TN	O*				X*	X*	X*
TX	X	X				X	X
WA					O		X
WI	X*	X*	X*		X*	X*	

Note: Twelve states are not included in this table. IA, NE, and WY had no state assessment; AZ, CA, CO and MA had the state assessment suspended; VT, VA and WV were drafting guidelines; UT had no guidelines. SD also is not included because its policy allowed no accommodations at all.

X = Accommodation allowed
O = Accommodation prohibited
XO = Accommodation allowed in some situations, prohibited in others
* = True only for certain tests within the state's assessment system. See Table 12 for specification of tests.

Table 12: Specifications and Other Scheduling Accommodations		
	Specifications	**Other**
AL	**Extended Time**–Career Interest Inventory (CII); Grade-Level Criterion-Referenced Test (CRT); **With Breaks**–Basic Competency Test (BCT) and High School Basic Skills Exit Exam (HSBSEE); SAT; Differential Aptitude Tests (DAT); **Time Beneficial to Student**– and HSBSEE; SAT; DAT; CII; CRT; **Student Can No Longer Sustain Activity**–BCT and HSBSEE; **Multiple Sessions**–Basic Competency Test (BCT) and HSBSEE; SAT; DAT	As needed w/SDE approval–BCT and HSBSEE; CRT; Extended time no more than double, requires SDE approval–CII; CRT
AK	With Breaks–CAT-5	Flexible Scheduling–CAT-5
AR	**Extended Time** (Not Permitted)–SAT; **With Breaks**–SAT; **Over Multiple Days**–SAT	No Breaks during subtest–SAT
DE		If assessment does not have discrete sections, using several sessions or stopping when student tires means that the scores can't be aggregated
FL		Extended time to end of day
GA		Any accomm. get in instruction; Can't test writing over multiple days; No accommodations allowed–ITBS
HI		Others available on request ; No breaks during sub-tests–SAT; If a student is given extended time, only raw scores are calculated–SAT
ID	**Extended Time**–Direct Writing Assessment; Performance Mathematics Assessment	Local level decision
KS	**With Breaks**–Mathematics Assessment, Reading Assessment, Social Studies Assessment	
KY		All accommodations allowed
LA	**Extended Time**–LA Educational Assessment Program (LEAP); **With Breaks**–LEAP	As needed on IEP–LA Educational Assessment Program
ME	**With Breaks**–Maine Educational Assessment (MEA); **Time Beneficial to Student**–MEA; **Student Can No Longer Sustain Activity**–MEA	Others (must have DOE approval in advance)–MEA
MD	**Extended Time**–Comprehensive Test of Basic Skills (CTBS); MD School Performance Assessment Program (MSPAP); Maryland Functional Testing Program (MFT) (Graduation Tests in Reading, Math, Writing, and Citizenship); County CRTs; **With Breaks**–CTBS; MSPAP; MFT; County CRTs; **Time Beneficial to Student**–CTBS; MSPAP; MFT; County CRTs; **Multiple Sessions**–CTBS; MD School Performance Assessment Program (MSPAP); MFT; County CRTs; **Over Multiple Days**–CTBS; MSPAP; MFT; County CRTs	Extended time invalidates comparisons to national norms–CTBS; Breaks away from testing area–CTBS; MSPAP; MFT; County CRTs; Other, as appropriate–CTBS; MSPAP; MFT; County CRTs
MN	**Multiple Sessions**–Math Assessment; Reading Assessment; **Over Multiple Days**–Math Assessment; Reading Assessment	
MS		If student needs extended time or specific length blocks of time, the score is not included in summary stats–ITBS; Test of Achievement and Proficiency; Others, per advance request–FLE; Subject Area Tests

Table 12, cont.

	Specifications	Other
MO		IEP Decides, if accomm. are used, scores are not included in building or district averages
NV		Extended time cannot be more than twice as much as the regular time; Others, per advance request
NH	**With Breaks**–NHEAP; **Time Beneficial to Student**–NHEAP; **Student can no longer sustain activity**–NHEAP	
NJ	**Extended Time**–HSPT; **With Breaks**–HSPT; **Over Multiple Days**–HSPT	
NM		IEP Team recommends, needs State Superintendent approval
NY	**Extended Time**–Regent's Competency Tests (RCT); Regent's Exams & Proficiency Exams (RE&PE); **With Breaks**–RCT; **Multiple Sessions**–Regent's Competency Tests; RE&PE; **Over Multiple Days**–RCT; RE&PE	
OH	**Extended Time**–Proficiency Testing (4, 6, 9, 12)	Guidelines are provided by national test publisher–Norm Referenced Achievement Tests; What's in the IEP or 504 Plan is allowed–Proficiency Testing (4, 6, 9, 12)
OK		Report accommodations which deviate from the established standardized procedures for administration of the Oklahoma Student Testing Program–Norm-Referenced Achievement (NRA); Other accommodations as specified in IEP or written request to State Department of Education Student Assessment Section Director–NRA
OR	**Time Beneficial to Student**–Mathematics, Reading, and Literature Statewide Assessment (MRLSA); **Over Multiple Days**–MRLSA	
RI	**Extended Time**–Health Performance Assessment (HPA); Math Performance Assessment (MPA); Writing Exam; **With Breaks**–HPA; MPA; Writing Exam; **Student Can No Longer Sustain Activity**–HPA; MPA; Writing Exam; **Multiple Sessions**–HPA; MPA; Writing Exam; **Over Multiple Days**–HPA; MPA; Writing Exam	
SC	**Extended Time**–Basic Skills Assessment Program (BSAP) (Gr. 3, 6, 8);**Multiple Sessions**–BSAP (Gr. 3, 6, 8)	BSAP tests are not timed–BSAP (Gr. 3, 6, 8
TN	**Extended Time** (Not Allowed)- TN Comprehensive Assessment Program (TCAP); **Multiple Sessions**–TCAP/Competency Test; **Over Multiple Days**–TCAP/Competency Test	Single subtest at a time–TCAP; Shorter Sessions–TCAP/Competency Test; Notify if test over multiple days–TCAP/Competency Test
TX		Alternate testing dates may be provided for migratory children for exit level and end-of-course tests.
WA		Do a single subtest; Alter subtest order.
WI	**Extended Time**–Third Grade Reading Test; **With Breaks**–Third Grade Reading Test; **Time Beneficial to Student**–Third Grade Reading Test; **Multiple Sessions**–Third Grade Reading Test; **Over Multiple Days**–Third Grade Reading Test	

Table 13: Setting Accommodations Allowed by States									
	Individual	Carrel	Small Group	Special Ed. Class	Student's Home	Separate Room	Seat Location/ Proximity	Hospital	Other
AL	X*	X*	X*	X*	X*		X*		X*
AK			X*			X*			
AR	X*	X*	X*				X*		
CT	X	X				X			
DE	X		X						
FL	X		X						
GA	X	X	X	X*	X	X	X	X	
HI	X*					X*	X*		X*
ID									X*
IL	X		X			X			X
IN									
KS	X		X			X*			X*
KY									
LA	X*		X*	X			X*		X*
ME	X*	X*	X*		X*		X*		X*
MD	X*	X*	X*		X*	X*	X*	X*	X*
MI	X		X		X	X		X	X*
MN	X		X						
MS	X	X	X	X	X		X		X*
MO									X*
MT			X						
NV	X	X	X			X			X*
NH	X*	X*	XO*	X*	X*		X*		X
NJ	X*		X*	X*		X*	X*		
NM									X*
NY	X*	X*	X*		X*	X*		X*	
NC					X	X		X	
ND									
OH									X*
OK									X*
OR	X	X	X	X*		X			
PA		X	X			X	X		X
RI	X*		X*	X*		X*	X*		
SC	X*		X*		X*			X*	X*
TN	X*		X*			X			
TX	X		X						
WA	X		X						
WI	X	X	X			X*	X		

Note: Twelve states are not included in this table. IA, NE, and WY had no state assessment; AZ, CA, CO and MA had the state assessment suspended; VT, VA and WV were drafting guidelines; UT had no guidelines. SD also is not included because its policy allowed no accommodations at all.

X = Accommodation allowed
O = Accommodation prohibited
XO = Accommodation allowed in some situations, prohibited in others
* = True only for certain tests within the state's assessment system. See Table 14 for specification of tests.

Table 14: Specifications and Other Setting Accommodations		
	Specifications	**Other**
AL	**Individual**–Basic Competency Test (BCT) & High School Basic Skills Exit Exam (HSBSEE), SAT, Differential Aptitude Tests (DAT), Career Interest Inventory (CII), Grade-Level Criterion-Referenced Test (CRT); **Carrel**–BCT & HSBSEE, SAT, DAT, CII, CRT; **Small Group**–Basic Competency Test & HSBSEE, SAT, DAT, CII, CRT; **Special Ed. Class**–BCT & HSBSEE, SAT, DAT, CII, CRT; **Student's Home**–BCT & HSBSEE, SAT, DAT, CII, CRT; **Seat Location/Proximity**–BCT & HSBSEE, SAT, DAT, CII, CRT	As needed with/SDE approval–BCT & HSBSEE, CRT
AK	**Small Grp**–CAT-5; **Separate Room**–CAT-5	
AR	**Individual**–SAT; **Carrel**–SAT; **Small Group**–SAT; **Seat Location/Proximity**–SAT	
GA	**Special Ed. Class**–Georgia High School Graduation Test (some items)	
HI	**Individual**–SAT; **Separate Room**–SAT; **Seat Location/Proximity**–SAT	Modified grouping arrangement or alternate testing sites–Test of Essential Competencies; Others available on request–SAT; Test of Essential Competencies
ID		Local level decision, extended time coded "9" or "Z"–Test of Achievement and Proficiency, ITBS, Direct Writing Assessment, Performance Mathematics Assessment, Interdisciplinary Assessments
IL		All based on IEP decision
	Separate Room–Math Assessment; Reading Assessment, Social Studies Assessment	Provide quieter environment–Math Assessment; Reading Assessment, Social Studies Assessment
LA	**Individual**–Louisiana Educational Assessment (LEAP); **Small Group**–LEAP; **Seat Location/Proximity**–LEAP	Any others noted by IEP team–LEAP
ME	**Individual**–Maine Educational Assessment (MEA); **Carrel**–MEA; **Small Group**–MEA; **Student's Home**–MEA; **Seat Location/Proximity**–MEA	Alternative setting–MEA; Others with DOE approval in advance–MEA
MD	**Individual**–Comprehensive Test of Basic Skills (CTBS), Maryland Functional Testing Program (MFT) (Graduation Tests in Reading, Math, Writing, and Citizenship), County CRTs; **Carrel**–CTBS, Maryland School Performance Assessment Program (MSPAP), MFT, County CRTs; **Small group**–CTBS, MSPAP, MFT, County CRTs; **Student's Home**–CTBS, MFT, County CRTs; **Separate Room**–CTBS, MSPAP, MFT, County CRTs; **Seat Location/Proximity**–CTBS, MSPAP, MFT), County CRTs; **Hospital**–CTBS, MFT, County CRTs	Other as appropriate–CTBS, MSPAP, MFT, County CRTs
MI		Reduced noise levels–Michigan Education Assessment Program
MS		Others per advance request–Functional Literacy Examination (FLE), Subject Area Tests; If other accommodations are used, score is not included in summary statistics–ITBS, Test of Achievement and Proficiency

Table 14, cont.		
	Specifications	**Other**
MO		IEP decides on accommodations–Missouri Mastery Achievement Test; If accommodations are used, scores are not included in building or district averages–Missouri Mastery Achievement Test
NV		Others, per advance request; Student's home (only with advance permission)–Terra Nova and High School Proficiency Exam Program (HSPEP); Alternate location–Terra Nova & HSPEP
NH	**Individual**–NHEAP; **Carrel**–NHEAP; **Small Grp**–NHEAP; **Sp Ed Class**–NHEAP; **Student's Home**–NHEAP; **Seat Location/ Proximity**–NHEAP	Other mod. if approved by DOE in advance; All mod. consistent with mod. in student's program; No small group testing on reading or lang arts portions
NJ	**Individual**–HSPT; **Small Group**–HSPT; **Special Ed. Class**–HSPT; **Separate Room**–HSPT; **Seat Location/Proximity**–HSPT	
NM		IEP team recommends, needs state superintendent approval –New Mexico Reading Assessment, Achievement Assessment, Direct Writing Assessment, High School Competency Examinations
NY	**Individual**–Regent's Competency Exams (RCE), Regent's Exams & Proficiency Exams (RE&PE); **Carrel**–RE&PE; **Small Group**–RCE, RE&PE; **Student's Home**–RCE; **Separate Room**–RCE, RE&PE; **Hospital**–RCE	
OH		Guidelines provided by national test publisher–Norm Referenced Achievement Tests; What is in the IEP or 504 Plan is allowed–Proficiency Testing (Gr. 4, 6, 9, 12)
OK		Accommodations which deviate from established standardized procedures must be reported–Norm-Referenced Achievement Test (NRA); As specified in IEP–NRA; Accommodations requested in writing to State Dept. of Ed. Student Assessment Section Director–NRA
OR	**Special Education Class**–Mathematics, Reading, and Literature Statewide Assessment	
PA		Increase or decrease opportunity for movement
RI	**Individual**–Health Perf. Assessment (HPA), Math Perf. Assessment (MPA), Writing Exam; **Small Group**–HPA, MPA, Writing Exam; **Special Ed. Class**–HPA, MPA, Writing Exam; **Separate Room**–HPA, MPA, Writing Exam; **Seat Location/Proximity**–HPA, MPA, Writing Exam	
SC	**Individual**–Exit Exam, Basic Skills Assessment Program (BSAP); **Small Group**–Exit Exam; **Student's Home**–Exit Exam, BSAP (if student homebound or home schooled); **Hospital**–BSAP	In a setting appropriate to a student's individual needs–BSAP
TN	**Individual**–Tennessee Comprehensive Assessment Program (TCAP), TN Competency Test (CP); **Small Group**–TCAP, TN CP	
WI	**Separate Room**–1996 Wisconsin Reading Comprehension Test	

Norm-Referenced and Criterion-Referenced Assessments

Because of emerging questions about differences in norm-referenced and criterion-referenced assessments, we also analyzed accommodations policies for the two types of assessments. We selected only those states that had both norm-referenced and criterion-referenced tests (N=19), then identified the types of accommodations available to students in each type (see Tables 15-19).

Table 15: Presentation Accommodations in Norm-Referenced and Criterion-Referenced Assessments

	Read Aloud		Sign Lang.		Braille		Large Print		Clarify Directions		Admin by Other		With Assist. (e.g., aide)	
	NR	CR	NR	CR	NR	CR	NR	CR	NR	CR	NR	CR	NR	CR
AL	X*	X	X	X	XO*	X	X*	X			X	X		
AK			X		X		X		X					
AR	XO		X		X		X							
GA	XO	XO			X	X	X	X	O	O	X	X	X	X
HI	O	O		X	X	X	X	X						
ID														
LA		XO*		X*		X*		X*				X		
MD	O	XO*	X	X*		X*	X	X*			X	X*	X	X*
MS		XO				X		X						
NH		XO				X		X		X		X		
NM														
OH		X				X		X						
OK							X	X						
RI		X		X		X		X						
SC		X				X		X		X				
TN	O	O*	X	X*	X	X*	X	X*			X	X*		
UT														
VA		X		X		X		X						
WV														

NR = Norm-Referenced Assessments
CR = Criterion-Referenced Assessments
X = Accommodation allowed
O = Accommodation prohibited
XO = Accommodation allowed in some situations, prohibited in others
* = True only for certain tests within the state's assessment system. See Table 8 for specification of tests.

Table 16: Presentation Equipment Accommodations in Norm-Referenced and Criterion-Referenced Assessments

	Magnify Equip.		Amp. Equip.		Noise Buffer		Templates		Abacus		Audio/ Video Cass.		Light/ Accoust.		Computer/ Machine	
	NR	CR	NR	CR	NR	CR	NR	CR	NR	CR	NR	CR	NR	CR	NR	CR
AL	X*	X	X*	X	X*	X	X*	X		X						
AK											X				X	
AR	X				X											
GA	X	X	X	X	X	X	X	X					X	X	X	X
HI											O	X				
ID																
LA														X		
MD			X	X*							O	X*			O	X*
MS		X	X													
NH		X		X		X		X								X
NM																
OH																
OK																
RI		X		X												X
SC		X		X		X		X		X						X
TN	X	X*					X	X*								
UT																
VA		X						X		X		X		X		X
WV																

* = True only for certain tests within the state's assessment system. See Table 8 for specification of tests.

Table 17: Response Accommodations in Norm-Referenced and Criterion-Referenced Assessments

	Comm. Device		Computer or Machine		Spell Checker		Brailler		Tape Recorder		Calculator		Write in Test Booklets		Proctor/ Scribe		Pointing	
	NR	CR	NR	CR	NR	CR	NR	CR	NR	CR	NR	CR	NR	CR	NR	CR	NR	CR
AL			X*	X	O									X	X*	X		
AK									X									
AR													X		X			
GA							X	X					X	X	XO	XO	XO	XO
HI												O			X			
ID																		
LA														X*		X*		
MD	O	X*		X*		X*			X	X*	O	X*	X	X*		X*	X	X*
MS		X		X				X				XO		X		X		
NH				X								X				XO		
NM																		
OH												X				X		
OK																		
RI				X						X		X				X		X
SC		X		X				X		X		O		X				X
TN				X*										X*	X	X*		
UT																		
VA				X				X		X		X		X		XO		X
WV																		

NR = Norm-Referenced Assessments CR = Criterion-Referenced Assessments
X = Accommodation allowed O = Accommodation prohibited
XO = Accommodation allowed in some situations, prohibited in others
* = True only for certain tests within the state's assessment system. See Table 10 for specification of tests.

Table 18: Scheduling Accommodations in Norm-Referenced and Criterion-Referenced Assessments

	Extended Time		With Breaks		Time Beneficial to Student		Student can no longer sustain activity		Multiple Sessions		Over Multiple Days	
	NR	CR	NR	CR	NR	CR	NR	CR	NR	CR	NR	CR
AL	X*	X*	X*	X*	X	X*		X*	X*	X*		
AK			X									
AR	O		X								X	
GA	X	X	X	X	X	X	X	X	X	X	XO	XO
HI	X	X										
ID												
LA		X		X								
MD	XO	X	X	X	X	X			X	X	X	X
MS	X	X	X	X	X	X						
NH				X		X		X				
NM												
OH		X										
OK												
RI		X		X				X		X		X
SC		X*								X*		
TN	O									X*		X*
UT												
VA								X*		XO*		XO*
WV												

* = True only for certain tests within the state's assessment system. See Table 12 for specification of tests.

Table 19: Setting Accommodations in Norm-Referenced and Criterion-Referenced Assessments

	Small Group		Carrel		Spec. Ed. Class		Student's Home		Seat Loc./ Prox.		Individual		Separate Room		Hos-pital	
	NR	CR	NR	CR	NR	CR	NR	CR	NR	CR	NR	CR	NR	CR	NR	CR
AL	X	X	X	X	X	X	X	X	X	X	X	X				
AK	X												X			
AR	X		X						X		X					
GA	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HI									X		X		X			
ID																
LA		X*				X				X*		X*				
MD	X	X*	X	X*			X	X*	X	X*	X	X*	X	X*	X	X*
MS	X	X	X	X	X	X	X	X	X	X	X	X				
NH		X		X		X		X		X		X				
NM																
OH																
OK																
RI		X				X				X		X		X		
SC								X				X				X
TN	X	X*									X	X*				
UT																
VA		X										X		X		X
WV																

NR = Norm-Referenced Assessments CR = Criterion-Referenced Assessments
X = Accommodation allowed O = Accommodation prohibited
XO = Accommodation allowed in some situations, prohibited in others
* = True only for certain tests within the state's assessment system. See Table 14 for specification of tests.

Regardless of the type of accommodation, criterion-referenced tests allow for the use of more accommodations than norm-referenced tests. In fact, out of the 38 comparisons of norm-referenced and criterion-referenced tests included in the tables, none indicated that more accommodations were available for norm-referenced assessments than for criterion-referenced assessments. There were three accommodations that were allowed with equal frequency in norm-referenced and criterion-referenced tests: the presentation accommodation of allowing the student assistance (e.g., an aide), the setting accommodation allowing the student to use a carrel, and allowing the student to take the test in a separate room. This did not mean, however, that each state offering one of those three accommodations in one type of test (e.g., norm-referenced) also offered it in the other (e.g., criterion-referenced). For example, Arkansas allows the use of a carrel for a norm-referenced test but not for a criterion-referenced test. New Hampshire allows the same accommodation for a criterion-referenced test but not for a norm-referenced test.

Some of the accommodations that are most often allowed in criterion-referenced tests, and are frequently not available in norm-referenced tests include: reading the test aloud, Braille versions of the test, large print versions of the test, magnification equipment, using a computer or machine in test presentation, using a computer or machine for the student's response to the test, using a calculator, writing in test booklets, offering a proctor or scribe, and allowing extended time. One commonality between norm-referenced and criterion-referenced tests was in the setting accommodations. That is, setting accommodations such as administering the assessment individually, in small groups, or in alternative locations were allowed in both norm-referenced tests and criterion-referenced tests.

Discussion

The number of states revising their state assessments, participation, and/or accommodation policies has grown over the past five years. One of the most notable changes since the 1995 report is the decrease in the number of states with active participation policies (from 43 to 40), most likely due to the number of states that have suspended either their state assessment system or the participation policies they had in place. Unlike the 1993 and 1995 reports, this report shows that nearly every state that has a state assessment also has a set of accommodation guidelines; only a couple states have never had guidelines for their tests. However, because of the number of states that have had their assessments or policies suspended, the number of states with accommodation policies has only increased from 38 to 39 in the two years since the 1995 report.

States' work on participation and accommodations policies is apparent in the number of policies that have been revised from the time of the 1995 report -- 34 new or revised policies on participation and 32 new or revised policies on accommodations, a large number of changes in the relatively short period of two years since 1995.

When examining participation policies, there were some similarities between this report and that of the 1995 report. One similarity is the continued reliance on the IEP team to help make participation decisions. A second similarity is the involvement of parents in making participation decisions. Changes that have occurred over time include decreases in attention to the type of disability, and an increase in attention to curricular validity concerns or matching the assessment to the course content. Finally, additional testing options are becoming more widely available, with many states allowing partial participation in testing, and a growing number of states preparing to offer alternate assessments for students with very severe disabilities. This was occurring before the June, 1997 passage of amendments to IDEA, which require that states have alternate assessments in place by the year 2000. However, getting a good assessment of the number of states with alternate assessments is difficult. A recent NCEO survey (Erickson & Thurlow, 1997) showed 15 states reporting that they had developed or were developing alternate assessments. Yet, many of these states were really only thinking about or beginning to plan this development. In addition, states often interpret different things to be alternate assessments. For example, some states consider out-of-level testing to be an alternate test, something that is contrary to developing an inclusive accountability system (Elliott et al., 1996).

Accommodations policies, while they have undergone many changes since 1995, continue to have some common themes. Reading the test aloud is still both widely allowed and widely prohibited. Calculators were another accommodation both allowed and prohibited in 1995. In 1997 policies, they are more widely allowed (though sometimes with restrictions), and less frequently prohibited. Proctors and scribes were also more widely available in 1997 than they were in 1995, with nearly three-quarters of states with policies allowing their use.

The variability in policies became more apparent with the use of tables to summarize the policies. This occurred both when examining the variables categorized in the main tables and when examining the variability of accommodations states offer that fell into our "Other" category. These ranged from decreasing the amount a student could move during testing to offering modified pencils. States' creativity in developing accommodations intended to meet the needs of their students with disabilities is clearly demonstrated here.

The norm-referenced and criterion-referenced accommodations comparisons also yielded some interesting results. The fact that accommodations were more often available for criterion-

referenced than for norm-referenced tests was an expected finding, but striking in how consistent it was. Additionally, it was curious that the number of accommodations available in norm-referenced and criterion-referenced tests was the most similar in the category of setting accommodations. Perhaps this is the case because the setting of the assessment is less specified in standardization procedures, or is seen as more changeable before any issues with standardization arise.

Overall, it is apparent that many states have been doing a great deal of work on the participation of students with disabilities in their assessments, and how the states can accommodate the students appropriately. It is encouraging to see that even before legal mandates were put in place (e.g., IDEA), states had taken the initiative to work toward including all students in their assessments, and therefore, begin to hold schools accountable for the education of every student who attends.

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